



EYFS Curriculum Overview 2023-2024



	Autumn 1				Autumn 2	
Topic	Hey look at me! First week Home visits	Oh no it's a Gruffalo!	Over the Rainbow	People Who Help Us	The Land Before Time	Jingle Bells
Duration	2 weeks	2 weeks	2 weeks	3 weeks	3 weeks	2 weeks
Articles	Article 4 Article 28 Article 29 Article 31				Article 28 Article 29 Article 31	
Sparkly Starter	*Home visit	*A Gruffalo Hunt	*Splatter Painting outside	*Visits from various people including children's parents (Police/Firemen/Nurse/ Dentist/Vet/Pilot)	*Bone/egg found on the nature trail * Video of dinosaurs on playground	*Christmas Elves decorate the base *Rudolph comes to visit
Fab Finish	*Sharing starting school books	*Perform Gruffalo story to another class	*Art Gallery Exhibition	*Dress up of what they want to be when older/bring in picture	*Dinosaur dig	* Pantomime/ watch Year 1 nativity
Parental involvement	*Home visits Starting school books	*Learning News *Sound books	*Learning News	*Home learning Learning News Invited into classes to discuss their jobs.	*Home learning *Learning News	*Learning News
Focus author	Julia Donaldson 				Oliver Jeffers 	

<p><i>Focus literature</i></p>	<p><i>*I Am Absolutely Too Small for School</i></p> <p><i>*Splat the Cat</i></p>	<p><i>*Gruffalo by Julia Donaldson</i></p> <p><i>*What the Ladybird Heard by Julia Donaldson</i></p> <p><i>*Smartest Giant in Town by Julia Donaldson</i></p> <p><i>*Superworm by Julia Donaldson</i></p> <p><i>*Snail and the Whale by Julia Donaldson</i></p>	<p><i>*Brown Bear, Brown Bear, What Do You See?</i></p> <p><i>*The Day the Crayons Quit by Oliver Jeffers</i></p> <p><i>*My Blue is Happy by Jessica Young</i></p> <p><i>*Elmer Stories by David McKee</i></p>	<p><i>*NF – Facts (occupations - visitors)</i></p>	<p><i>*NF – Dinosaur facts</i></p> <p><i>*Stomp, Chomp, Big Roars? Here come the Dinosaurs! By Kaye Umansky (Poetry)</i></p> <p><i>*Harry and the Dinosaurs go to the Museum by Ian Whybrow</i></p>	<p><i>*Jolly Christmas Postman by Alan Allberg</i></p> <p><i>*NF – Letter writing (to Santa and Elves)</i></p>
<p><i>Communication, Language and Literacy</i></p>	<p><i>Listening carefully and understanding why listening is important</i></p> <p><i>Taking turns to speak</i></p> <p><i>Joining in with simple rhymes and songs</i></p> <p><i>Develop social phrases</i></p> <p><i>Hear and say initial sounds</i></p> <p><i>Recognise their name</i></p>	<p><i>Phase 2 phonics – s,a,t,p,i,n,m,d</i></p> <p><i>Listen to and talk about stories</i></p> <p><i>Joining in with simple rhymes, songs and repeated phrases in stories</i></p> <p><i>Handling books with care</i></p> <p><i>Begin to write their name</i></p> <p><i>Exploring rhyme</i></p>	<p><i>Phase 2 phonics – g,σ,c,k,ck,e,u,r</i></p> <p><i>Simple past and present tense</i></p> <p><i>Blending and segmenting simple CVC words (oral)</i></p> <p><i>Retell a story</i></p> <p><i>Sing the alphabet song – begin to name the letters</i></p>	<p><i>Phase 2 and phonics - h, b, f (ff), l (ll), ss, j, v, w, x</i></p> <p><i>New vocabulary</i></p> <p><i>Understand questions/statements</i></p> <p><i>Begin to ask questions</i></p> <p><i>Listen to and talk about non-fiction texts</i></p> <p><i>Count syllables in words</i></p> <p><i>Blending and segmenting simple words (reading/spelling)</i></p> <p><i>Begin to count syllables in words</i></p>	<p><i>Phase 3 phonics - y, z (zz), qu, ch, sh, th, ng, ee, ai, oi, oa, oo, ow</i></p> <p><i>Express viewpoints</i></p> <p><i>Articulate ideas in well-formed sentences</i></p> <p><i>Ask questions to find out more and to check they've understood</i></p> <p><i>Identify medial and final phonemes</i></p> <p><i>Listen to dinosaur poems</i></p>	<p><i>Phase 3 phonics – ar, or, ur, er, wh</i></p> <p><i>Blending to read simple captions</i></p> <p><i>Retell a story – innovate (characters)</i></p> <p><i>Letters to Santa</i></p>

<p>Maths</p>	<p>Baselines Key times of the day Class routines Positional language</p>		<p>Number: Representing 1, 2, and 3 Comparing 1, 2, and 3 Composition of 1, 2, and 3 Match and sort Compare amounts</p>		<p>Number: Introducing zero Representing 4, 5, 6, 7 and 8 Comparing 4, 5, 6, 7 and 8 Composition of 4, 5, 6, 7 and 8 Find number bonds to 5 Compare amounts</p>		<p>Measure, Shape and Spatial thinking: Measuring time in simple ways Positional language Days of the week</p>
<p>Physical Development</p>	<p>Using lunchtime cutlery Putting on coats Good sitting posture</p>	<p>Use new tools – scissors and paintbrushes Getting dressed and undressed for PE Practise good sitting on the floor and at the table Hold a pen or pencil correctly using a tripod grip</p>	<p>Use new tools – pencils for drawing and writing Large movements Combine movements</p>	<p>Handwriting – lower case letter formation</p>	<p>Ball skills Match physical skills to activities Work collaboratively to manage large items Crawl and climbing Use large and small apparatus outside</p>	<p>Practise using scissors to cut paper Combine different movements – remember sequences</p>	
<p>PE</p>	<p>Movement and travelling Instructions (combine travel and direction)</p>				<p>Travelling and hanging Co-ordination with balls and scarves</p>		

<p><i>Personal, Social and Emotional Development</i></p>	<p>Starting school</p> <p>Personal hygiene – washing hands, using toilets</p> <p>Our school values</p> <p>Making new friends and getting to know new adults</p> <p>Learning about our rights</p> <p>Following rules</p> <p>Manners</p> <p>Healthy choices – food and drink</p> <p>New routines</p>	<p>Continue to practise new classroom routines</p> <p>Talk about our feelings</p> <p>Playing with other children</p> <p>Understand same and different</p>	<p>Kind hands and feet</p> <p>Understand how their behaviour can affect others</p> <p>Build relationships – thinking about the feelings of others</p> <p>Healthy choices about activities</p>	<p>Valuable individuals</p> <p>Know what they are good at</p> <p>Find solutions to conflicts</p> <p>Develop confidence in new social situations</p> <p>Safe pedestrians</p> <p>Toothbrushing</p>	<p>Identify similarities and differences compared to their friends</p> <p>Know behaviours and actions that made a good friend</p> <p>Name unkind behaviours</p>	<p>Belonging in a family</p> <p>Families can be different</p> <p>Play with other children – extending and elaborating play</p>
<p><i>Understanding the World</i></p>	<p>Recognise and value similarities and differences</p> <p>Own life story and our families</p>	<p>Christian place of worship</p> <p>Following story picture maps</p> <p>Using senses to describe natural materials</p> <p>Name seasons</p>	<p>Christian beliefs</p> <p>Make guesses about what will happen when exploring</p> <p>Say what happened</p> <p>Describe using senses and say what is the same/different</p>	<p>Advent</p> <p>Key roles in society and how they help us</p> <p>Explore collections of materials</p> <p>Differences and changes in materials</p>	<p>Christmas celebrations</p> <p>Explore the globe</p> <p>Dinosaurs living a long time ago</p> <p>Effects of the seasons</p> <p>Herbivores and carnivores</p>	<p>Ways we can show people we love them</p> <p>Different time of the day/year</p> <p>Different countries in the world</p>



<p><i>Expressive Arts and Design</i></p>	<p>Explore the creative area</p>	<p>Primary colours</p> <p>Explore the role play area – pretend play</p> <p>Say what they want to create/make</p> <p>Join using different materials</p>	<p>Kandinsky shape patterns</p> <p>Jackson Pollock splatter painting</p> <p>Simple repeating patterns</p> <p>Begin to name secondary colours</p> <p>Explore mixing paints</p> <p>Draw straight and curved lines</p>	<p>Create 3D models using construction</p> <p>Develop own ideas and plan how to achieve them</p> <p>Explore small world – play with a storyline</p>	<p>Materials making something stronger</p> <p>Make changes to plans</p> <p>Make different shapes with playdough</p> <p>Represent objects by drawing closed shapes</p>	<p>Watch a performance</p> <p>Christmas cards – scissor control</p> <p>Singing songs as a group</p>
<p><i>Music</i></p>	<p>Charanga –Me</p> <p>Learning nursery rhymes and action songs</p>			<p>Kapow</p> <p>Celebration music</p> <p>Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas</p>		

	Spring 1		Spring 2	
<i>Topic</i>	<i>You shall go to the ball</i>	<i>Around the World</i>	<i>Walt Disney Wonders</i>	<i>Pirates Ahoy</i>
<i>Duration</i>	4 weeks	2 weeks	4 weeks	2 weeks
<i>Articles</i>	Article 28 Article 29 Article 31		Article 28 Article 29 Article 31	
<i>Sparkly Starter</i>	* <i>Invitation from Prince Charming</i>	* <i>A flight around the world</i>	* <i>Watch part of a Disney film</i>	* <i>Drama session- Dressing up day (pirate costumes/ pirate accessories)</i>
<i>Fab Finish</i>	* <i>The Grand Ball- Dressing up day (smart clothes/ princes/ princesses)</i>	* <i>Tastes around the world celebration</i>	* <i>Disney Performance- dressing up costume required (costumes TBC)</i>	* <i>Treasure Hunt</i>
<i>Parental involvement</i>	* <i>Home learning</i> * <i>Learning News</i> * <i>Invited to the Grand Ball</i>	* <i>Learning News</i>	* <i>Learning News</i> * <i>Walt Disney Performance</i>	* <i>Home learning</i> * <i>Learning News</i>
<i>Focus author</i>	<i>Mary Hoffman</i> 		<i>Michael Rosen</i> 	
<i>Focus literature</i>	* <i>Cinderella</i> * <i>Various fairy tales</i>	* <i>Meerkat Mail</i> * <i>The Leopard's Drum</i>	* <i>Toy Story (Disney film)</i> * <i>Frozen (inspired by Snow Queen)</i> * <i>Tanka, Tanka Skunk by Steve Webb</i> * <i>Moana by Laura Hitchcock</i>	* <i>NF – Pirate facts (storyteller)</i> * <i>Night Pirates by Peter Harris</i>

<p>Communication, Language and Literacy</p>	<p>Phase 3 phonics - igh, air, ure, ear</p> <p>Retell fairy tales</p> <p>Describing story events</p> <p>Segment and spell CVC words</p> <p>Begin to read two syllable words</p> <p>Count and clap syllables in words</p>	<p>Practise reading and writing longer words with all of the graphemes learnt so far</p> <p>Read and spell tricky words</p> <p>Know the letter families</p> <p>Ask questions to find out more information and to check what has been said</p> <p>Use talk to help work out problems and to organise thinking</p> <p>Listen to and talk about non-fiction books</p> <p>Use new vocabulary from books</p> <p>Research different countries</p> <p>Stories from other cultures</p>	<p>Begin Phase 4 – CCVC/CVCC words</p> <p>Blend and segment words with adjacent consonants</p> <p>Use a series of sentences with conjunctions</p> <p>Articulate their thoughts in full sentences connecting ideas</p> <p>Character and setting descriptions</p>	<p>Respond to what they hear with relevant questions and comments</p> <p>Describe events in detail using pictures</p> <p>Hold a conversation with peers and teachers</p> <p>Blend to read simple sentences</p> <p>Retell a pirate story</p> <p>Story invention</p>
<p>Maths</p>	<p>Number:</p> <p>Representing 9 and 10</p> <p>Comparing 9 and 10</p> <p>Composition of 9 and 10</p> <p>Comparing numbers to 10</p> <p>Number bonds to 10</p> <p>Measure, Shape and Spatial thinking:</p> <p>Compare length and height</p> <p>Compare mass</p> <p>Compare capacity</p>	<p>Measure, Shape and Spatial thinking:</p> <p>Identify and name circle, triangle, square and rectangle</p> <p>Patterns</p>	<p>Number:</p> <p>Make numbers greater than 10</p> <p>Represent numbers to 20</p> <p>Order numbers to 20</p> <p>Add by counting on</p> <p>Doubles</p>	<p>Number:</p> <p>Subtract by removing objects</p> <p>Subtract by counting back</p>
<p>Physical Development</p>	<p>Fine motor skill development – range of tools</p> <p>Large and small apparatus</p>	<p>Begin to form lower case letters correctly</p> <p>Balance bikes - Bikability</p>	<p>Begin to form capital letters correctly</p>	<p>Large apparatus working in a team</p>

<p>PE</p>	<p>Ballroom dance</p> <p>Exploring movements – copying and observing others</p> <p>Co-ordination/control – ball skills</p>		<p>Dance</p> <p>Following instructions (simple independent tasks)</p> <p>Travelling using benches/dismounting safely</p>	
<p>Personal, Social and Emotional Development</p>	<p>Set goals and challenges</p> <p>Understand the benefits of not giving up</p> <p>Identify achievements</p> <p>Show resilience and perseverance</p>	<p>Praise others using appropriate words</p> <p>Think about the perspective of others</p> <p>Factors that support health and wellbeing - sensible amounts of screen time</p>	<p>Know what happens to their body when they exercise</p> <p>Name sports and exercises</p> <p>Discuss how exercise makes them feel</p> <p>Factors that support health and wellbeing – regular physical activity</p>	<p>Name healthy and unhealthy foods</p> <p>Know why sleep is important</p> <p>Recall the importance of washing hands</p> <p>Understand what a stranger is</p>
<p>Understanding the World</p>	<p>Identify ways that we celebrate</p> <p>Different people celebrate different times</p> <p>Photos show the past</p> <p>Caring for our environment</p> <p>Making guesses and trying them out</p> <p>Care for growing plants</p>	<p>Holi Festival</p> <p>Chinese New Year</p> <p>Different countries – England, China and Australia</p> <p>Similarities and differences between countries</p> <p>Using a globe</p> <p>Aerial views and simple features</p> <p>Tasting food from around the world</p>	<p>Easter</p> <p>Similarities and differences between toys from the past and now</p> <p>Changes that occur – ice to water</p> <p>Floating and sinking</p>	<p>Easter</p> <p>Pirates</p> <p>Follow instructions that include prepositions</p> <p>Follow picture maps</p> <p>Create story maps</p> <p>Explore forces - magnets</p>
<p>Expressive Arts and Design</p>	<p>Draw self-portraits</p> <p>Draw faces with different emotions</p>	<p>Join collage materials with tape and glue</p> <p>Choose from a range of materials and tools</p> <p>Bisa Butler – fabric art</p> <p>Collaborative art</p>	<p>Stir, mix and pour ingredients</p> <p>Talk about how things work</p> <p>Singing and dancing - performance</p>	<p>Pirate role play</p> <p>Using split pins</p> <p>Untuned percussion instruments</p>

Music	<p style="text-align: center;">Kapow Music and Movement</p> <p style="text-align: center;">Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music</p>	<p style="text-align: center;">Kapow Musical stories</p> <p style="text-align: center;">A unit based on traditional children's tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters</p>
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	Summer 1	Summer 2		
Topic	Circle of Life	Supertato	To Infinity and Beyond	Wheels, Wings and Other Things
Duration	5 weeks	2 weeks	3 weeks	2 weeks
Articles	Article 28 Article 29 Article 31	Article 28 Article 29 Article 31		
Sparkly Starter	*Caterpillars & duck eggs arrive *Crazy Creatures	* Evil Peas causing mischief	*Space Dome	*Visit from the Naughty Bus
Fab Finish	*Circle of Life exhibition/fundraising event *Farm Visit	*Making Evil Pea Traps	* Create a class video with space facts	*Transition activities for Year
Parental involvement	*Home learning *Learning News *Circle of life exhibition/fundraiser	*Learning News	*Home learning *Learning News	*Summer holiday home learning activities
Focus author	Eric Carle 		Sue Hendra 	

<p><i>Focus literature</i></p>	<p><i>*The Very Hungry Caterpillar by Eric Carle</i></p> <p><i>*NF – Life cycles</i></p> <p><i>*Michael Recycle by Ellie Bethel</i></p> <p><i>*What Did the Tree See? By Charlotte Guillain</i></p> <p><i>*Oliver's Vegetables by Vivian French</i></p> <p><i>*10 Things I can do to help my World by Melanie Walsh</i></p> <p><i>*Seasons – The Growing Story – Ruth</i></p> <p><i>*Krauss/ Shirley Hughes – Out and about poems</i></p>	<p><i>*Supertato by Sue Hendra</i></p> <p><i>*Veggies Assemble by Sue Hendra</i></p>	<p><i>*NF – Recount the journey to the moon – learn about first Moon Landing</i></p> <p><i>*NF – Facts about space</i></p> <p><i>*Once Upon a Star by James Carter (Poetry)</i></p> <p><i>*Look up! By Nathan Bryon</i></p>	<p><i>*The Naughty Bus by Jan and Jerry Oke</i></p> <p><i>*Oi get off our train by John Burningham</i></p>
<p><i>Communication, Language and Literacy</i></p>	<p><i>Blend and segment longer words</i></p> <p><i>Reading and writing sentences</i></p> <p><i>Discuss main events in a story from the text</i></p> <p><i>Sequence main events</i></p> <p><i>Retell stories – remembering what happens</i></p> <p><i>Tell a recount – life cycles</i></p>	<p><i>Read stories and describe characters</i></p> <p><i>Design and describe a trap</i></p> <p><i>Write a letter</i></p> <p><i>Predicting what will happen next in a story</i></p> <p><i>Describe feelings about different words</i></p>	<p><i>Tell a recount – journey to space</i></p> <p><i>Explore fact and fiction texts</i></p> <p><i>Learn and write facts about space</i></p> <p><i>Read and perform poems</i></p>	<p><i>Explore different text layouts</i></p> <p><i>Retell a story - readers theatre</i></p> <p><i>Write a story</i></p> <p><i>Forming letters correctly</i></p> <p><i>Answer questions using their own experience and pictures</i></p>

<p>Maths</p>	<p>Number: Find pairs Combining groups Odd and Even Equal and unequal</p> <p>Measure, Shape and Spatial thinking: Compare mass Compare weight and size Compare capacity</p>	<p>Number: Number bonds to 10 Subtraction facts</p>	<p>Number: Solve problems Patterns</p> <p>Measure, Shape and Spatial thinking: Identify and name cube, cuboid, sphere and cylinder Identify flat and curved faces</p>	<p>Measure, Shape and Spatial thinking: Matching shapes</p>
<p>Physical Development</p>	<p>Use a hole punch</p> <p>Practising pencil control</p> <p>Accuracy and care when drawing</p>	<p>Use scissors to cut different materials</p> <p>Practising with a range of small tools</p>	<p>Develop pencil grip – tripod</p> <p>Races and team games</p>	
<p>PE</p>	<p>Co-ordination – rolling, bouncing and catching balls</p> <p>Jumping, hopping and running</p> <p>Making shapes</p>	<p>Jumping and dismounting</p> <p>Making shapes when dismounting</p> <p>Balancing on benches/beams</p> <p>Travelling along benches/beams and in a line/chain of people</p>		
<p>Personal, Social and Emotional Development</p>	<p>Healthy – fruit and vegetables</p> <p>Unhealthy – too much sugar</p> <p>Families being different</p> <p>Understand how to help someone when they are lonely</p> <p>Solve simple arguments</p>	<p>Know how unkind words make people feel</p> <p>Calm down techniques</p>	<p>Name our body parts</p> <p>Identify changes from being a baby to now</p>	<p>Memories of the year and what they are looking forward to next year</p>

<p><i>Understanding the World</i></p>	<p><i>Learning about a faith - Islam</i></p> <p><i>Understand why we should respect and look after the world</i></p> <p><i>Recycling</i></p> <p><i>Past and present events in their own life</i></p> <p><i>Life cycles of a butterfly, duck and sunflower</i></p> <p><i>Recap the changes of seasons</i></p> <p><i>Changes in people as they get older</i></p> <p><i>Observe and draw animals and plants</i></p> <p><i>Follow information maps (recounts)</i></p>	<p><i>Places being special to different people</i></p> <p><i>Exploring vegetables and drawing them</i></p>	<p><i>Special places of worship</i></p> <p><i>Significant events from the past – moon landing</i></p> <p><i>Neil Armstrong – first man to walk on the moon</i></p> <p><i>Effects of the seasons on the natural world</i></p> <p><i>Ways of protecting ourselves from the sun</i></p>	<p><i>Places special to them</i></p> <p><i>Similarities and differences in cars and trains from the past and now</i></p> <p><i>Amelia Earhart – pilot</i></p> <p><i>Pollution from vehicles</i></p> <p><i>Forces – vehicles</i></p>
<p><i>Expressive Arts and Design</i></p>	<p><i>Observational drawings (flowers and animals)</i></p> <p><i>Say what they like and dislike about artist's work</i></p> <p><i>Stir and mixing ingredients – bird feeders</i></p>	<p><i>James Brunt – large scale art</i></p> <p><i>Printing with ink/paint</i></p> <p><i>Observational drawings (vegetables)</i></p>	<p><i>Draw from imagination</i></p> <p><i>Role play – journeys to space</i></p> <p><i>Experimenting with colour</i></p> <p><i>Performing poems</i></p>	<p><i>Performing – singing and using instruments</i></p> <p><i>Role play using props</i></p> <p><i>Joining materials - planes</i></p>
<p><i>Music</i></p>	<p><i>Kapow – Exploring sound</i></p> <p><i>Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment</i></p>	<p><i>Kapow – Big Band</i></p> <p><i>Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience</i></p>		